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ABSTRACT

A study was conducted to identify and compare anticipated life satisfaction and readjustment as perceived by bachelor and graduate degree-level international students returning to developing countries after studying agriculture in the United States with actual life satisfaction and readjustment as perceived by students with similar backgrounds who had already returned home to a developing country. Following a literature review, survey instruments were developed and mailed to a sample of 1,049 international agricultural students (603 pre-departure students and 446 post-departure students). The survey asked for background information, life satisfaction, social and cultural readjustment, professional and educational readjustment, and national and political readjustment. Sixty-five percent of the pre-departure students and 26 percent of post-departure students responded to the questionnaire. Some of the conclusions drawn from the study's findings are as follows: (1) life satisfaction was greater for single, pre-departure, Spanish-speaking students from Central America supported by themselves, their families, or their home government; (2) international students with an official English language background had greater social and cultural readjustment than those from either a Spanish or French language background; (3) international students sponsored by the Agency for International Development, with a French language background and with only a bachelor's degree, had greater professional and educational readjustment than others. The study recommended that international students in agriculture be given the results of the study and that those with potential readjustment problems be given counseling. (KC)

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READJUSTMENT AND LIFE SATISFACTION OF INTERNATIONAL STUDENTS IN AGRICULTURE RETURNING HOME TO A DEVELOPING COUNTRY

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INTRODUCTION

An increasing number of foreign students are studying in the United States. According to reports from The Institute of International Education (Boxan, 1983), there were 326,300 foreign students studying in the United States in 1981-1982; 2.8 percent of these were studying agriculture. In 1983, there was a 3.3 percent increase in the number of international students studying in the United States, bringing the total to 336,985 students. During the latter part of the 1970's, there was an annual growth rate of more than 10 percent in the number of foreign students studying in the United States. Twice during the 1970's, growth was over 16 percent annually (National Association of State Universities and Land Grant Colleges, 1983). Information from the National Association for Foreign Student Affairs (1984) indicated that 3.2 percent of the foreign students (approximately 10,400) were studying in agriculturally related fields. Hood and Shieffer (1983) pointed out that 75 percent of the foreign students studying agriculture were from developing countries.

International students are often away from their home countries for many years living in quite different environments. At the same time their home environments may be changing. Complicating these changes further, the students' home organization and/or job expectations and/or job requirements may be undergoing changes. Thus, there are readjustments encountered by many foreign students from developing countries who return home after studying in the United States. Goetzl and Stritter (1980) said that a university assumes the responsibility of making all its facilities and services available to the international students it enrolls.

Because of the long range implications, such as continued satisfaction with the institution, the Nation's academic reputation, and the realization that many of these international students return to governmental leadership roles that may affect their countries' relations with the United States, the institutions which recruit and educate foreign students also have a responsibility to help integrate these students back into their home environments. However, little information is available that examines readjustments encountered by international students in agriculture returning "home." Jenkins (1980, 1983) indicated that follow-up research on foreign students was an area of need. If such information were available, it might be used to prepare returning students for less stressful reentry and readjustment.

PURPOSE AND OBJECTIVES

This study was conducted to identify and compare anticipated life satisfaction and readjustment as perceived by bachelor and graduate degree

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level international students returning to developing countries after studying agriculture in the United States with actual life satisfaction and readjustment as perceived by students with similar backgrounds who had already returned home to a developing country. The specific objectives established to accomplish the purpose of the study were to:

1. Determine perceived future life satisfaction of soon-to-be-returning foreign students from developing countries.
2. Determine perceived current life satisfaction of foreign students from developing countries who had recently returned home.
3. Determine perceived readjustments soon-to-be-returning foreign students from developing countries expected to encounter.
4. Determine perceived readjustments encountered by foreign students from developing countries who had recently returned home.
5. Determine whether or not differences in both perceived life satisfaction and readjustment existed between the groups.
6. Determine relationships between perceived life satisfaction, readjustment, and gender, region of origin, academic agricultural background, official and instructional language background, home job situation, age, previous international experience, length of stay in the United States, self-perceived command of the English Language, size of school attended in the United States, participation in reentry program, primary sponsorship, marital status, level of degree earned, and self-perceived quality of education.

PROCEDURES

A theoretical base was established from a review of literature and to accomplish objectives four and five of this study, the following null hypotheses were formulated and evaluated statistically:

1. There are no differences in perceived life satisfaction and readjustment between the pre-departure and post-departure groups.
2. There are no relationships between perceived life satisfaction, readjustment, and gender, region of origin, academic agricultural background, official and instructional language background, home job situation, age, previous international experience, length of stay in the United States, self-perceived command of the English Language, size of school attended in the United States, participation in reentry program, primary sponsorship, marital status, level of degree earned, and self-perceived quality of education.

The population for the study was identified by consulting with the primary international contact at member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC) that had agricultural programs. Forty-one of the eighty-eight universities contacted provided a list of international students in agriculture. These lists were combined to make a master list of 1,049 international agricultural students consisting of 603 pre-departure students (within a year of returning home) and 446 post-departure students (had returned home less than one year).

To collect the data, two survey instruments were developed, pilot tested, reviewed, and sent to the pre-departure and post-departure international students. The questionnaires differed only as to tense. To locate and eliminate ambiguities and to examine and establish validity, the questionnaire was pilot tested on a sample of students similar to the ones who eventually would be contacted.

Part I of the instrument was designed to obtain background information on age, sex, marital status, number of children, agricultural major, highest academic degree, country of origin, language background, self-perceived competence in the English language, total time spent in the United States, previous international exposure, home job status, size of school attended, and participation in a reentry program. They were asked also to rate the quality of education received in the United States.

Part II of the questionnaire was designed to assess the perceived future or current life satisfaction of the returning international student and consisted of 12 items. To measure life satisfaction, respondents were asked to report their perceived satisfaction in the areas of job, health, housing, marriage, education, friendship, family life, neighborhood, social status, monetary savings, standard of living, and religious/spiritual life. The respondents were asked to circle a number along a continuum that was closest to their level of satisfaction or dissatisfaction.

Part III of the questionnaire was designed to assess the perceived future and current readjustments encountered by the returning international students. The respondents again were asked to circle a number that was closest to their level of readjustment along a continuum on questions dealing with social and cultural readjustments, professional and educational readjustments, and national and political readjustments

The nominal group technique (NGT) (Hoyle, n.d.; Delbecq, Van de Ven, & Gustafson, 1975) was used to compile the questions utilized in Part III of the instrument. The technique was used with two groups. One group was of international students of both genders from developing countries in Africa, Asia, Latin America, and the Near East who had come to the United States for graduate study after they had returned home for a period of time subsequent to studying in the United States. The other group consisted of five professionals, all of whom had served on development projects and had observed international students returning to developing countries after studying in the United States. The items identified by the two groups were consolidated to make up the questions asked on Part III of the questionnaire.

In conclusion, the questionnaire consisted of questions from five areas pertaining to background information (17 items), life satisfaction (12 items), social and cultural readjustment (14 items), professional and educational readjustment (20 items), and national and political readjustment (8 items). A "cumulative" scale was created from a combination of social and cultural, professional and educational, and national and political readjustments; this scale was deemed simply, "cumulative readjustment."

Data for the study were collected by mail. Questionnaire packets were bulk mailed to pre-departure foreign students and airmailed to post-departure foreign students. A follow-up postcard was mailed to pre-departure non-respondent students encouraging them to return the questionnaire. For those who still had not responded a duplicate coded instrument, additional postage-paid, self-addressed envelope, and a personalized cover letter were sent.

Due to financial restraints, no follow-up was attempted for the post-departure students.

There were 601 questionnaires sent to pre-departure students, 35 of which did not reach the recipient. Of the 369 instruments returned 73 were unuseable, a 65 percent return rate.

Post-departure students were sent 448 questionnaires, 5 of which were returned as undeliverable. There were 116 instruments returned with 3 being unuseable, a return rate of 26 percent.

RESULTS

Profile of Respondents

The following profile depicts the respondents submitting useable instruments, a total of 409 subjects. The average age in years of respondents was 31.1 for pre-departure students and 32.2 for post-departure students. Of the respondents, 89 percent (262) of the pre-departure students were male and 11.2 percent (33) were female, while 90.3 percent (102) of the post-departure students were male and 9.7 percent (11) were female; 62.6 percent (184) of the pre-departure students were married as contrasted to 66.7 percent (74) of the post-departure students being married.

The number of children in a family was not reported by 229 of the students. Of those reporting, 5.3 percent (7) of the pre-departure students reported having no children and 4.1 percent (2) of the post-departure students reported having no children. Of the 42 percent (171) who reported that they had children, the average number of children was 2.33. The academic degrees received by pre-departure students varied from 23.6 percent (70) receiving a bachelor's, 44.6 percent (132) receiving a master's, and 31.8 percent (94) receiving a doctorate. Of the post-departure students, 25.7 percent (29) received a bachelor's, 53.1 (60) percent received a master's, and 21.2 percent (24) received a doctorate.

The average score of the respondents' self-appraised ability in English was 4.05 by pre-departure students and 4.06 by post-departure students. The scale ranged from "5" being "highly competent" to "1" being "not competent." While 82 percent (334) of the respondents perceived that they were either "competent" or "highly competent," 18 percent (67) perceived that they were only "somewhat competent" and the remaining 2 percent (6) perceived that they were either "barely competent" or "not competent."

Of those reporting length of sojourn in the U.S., 22 percent (85) of the respondents stayed in the U.S. two years or less, 30 percent (115) stayed in the U.S. more than two years but not more than three years, 18 percent (70) stayed in the U.S. more than three years but not more than four years, 13 percent (48) stayed in the U.S. more than four years but not more than five years, the remaining 14 percent (54) stayed in the U.S. more than five years. The pre-departure student's average length of stay was perceived to be 44.1 months and the post-departure student's length of stay was 35.7 months.

The average score of the respondent's appraisal of the quality of education received in the U.S. was 4.3 with "5" being "very good" and "1" being "very poor." Ninety-one percent of the respondents rated the quality of education "good" or "very good" with 8 percent (31) rating the quality of education "average," and the remaining 1 percent (3) rating it "poor." The post-departure student's average score was significantly higher than the pre-departure student's average score ($t=-3.90$, $p=0.00$).

Most of the respondents, 78 percent (319), had a job assured them on their return home; 80 percent (327) expected to be employed immediately upon their return home and 90 percent (367) expected to be employed in their field of training. Eighteen percent (73) indicated that they either had participated or would participate in a reentry program.

Not all respondents reported their primary sponsor, but those who did indicated that 32 percent (116) were supported by their home government, 30 percent (109) were supported by USAID, 26 percent (92) were family or self supported, and 11 percent (39) were supported by various other external

agencies. It must be noted than some of the home government's support was funded by USAID or other external sources.

The official language background varied:

	Pre-departure		Post-departure	
English	29.1%	(86)	31.9%	(36)
Spanish	22.3%	(66)	40.7%	(46)
Arabic	7.8%	(23)	4.4%	(5)
French	5.7%	(17)	3.5%	(10)
Portuguese	3.5%	(10)	5.3%	(6)
Others	31.6%	(94)	14.2%	(16)

The educational language background varied:

	Pre-departure		Post-departure	
English	40.9%	(121)	34.5%	(39)
Spanish	21.3%	(63)	40.7%	(46)
Arabic	6.4%	(19)	3.5%	(4)
French	5.1%	(15)	4.4%	(5)
Portuguese	3.4%	(10)	5.3%	(6)
Others	22.9%	(68)	11.6%	(13)

Summary of Findings

Presented below are the findings pertaining to the related objectives and hypotheses:

Objective One

Objective one sought to determine perceived future life satisfaction of soon-to-be-returning foreign students from developing countries. The average response of the pre-departure student to the life satisfaction scale was a positive 7.01 on a 10 point scale.

Objective Two

Objective two sought to determine perceived current life satisfaction of foreign students from developing countries who had recently returned home. The average response of the post-departure student to the life satisfaction scale was 6.62 on a 10 point scale.

Objective Three

Objective three sought to determine perceived readjustments soon-to-be-returning foreign students from developing countries expected to encounter. The average response of pre-departure students to social and cultural readjustment was 4.15, to professional and educational readjustments was 4.58, to national and political readjustment was 5.12, and to cumulative readjustment was 4.62 (0=no readjustment, 9=major readjustment).

Objective Four

Objective four sought to determine perceived readjustments encountered by foreign students from developing countries who had recently returned home. The average response of post-departure students to social and cultural readjustment was 4.38, to professional and educational readjustments was 4.68, to national and political readjustment was 5.31, and to cumulative readjustment was 4.82 (0=no readjustment, 9=major readjustment).

Objective Five and Hypothesis One

Objective five sought to determine whether or not differences in both perceived life satisfaction and readjustment existed between the pre-departure and post-departure groups. A null hypothesis of no difference was tested. A one-way analysis of variance (ANOVA) was conducted to determine if there were differences between the pre-departure and post-departure students and their perceived life satisfaction and readjustment. The ANOVA revealed that there was a significant difference between the groups in perceived life satisfaction ($F=7.72$, $p=.0057$). With an average life satisfaction score of 7.01, pre-departure students perceived that their life satisfaction would be significantly greater than was perceived by the post-departure student with an average life satisfaction score of 6.62. There was not a significant difference between the pre-departure and post-departure groups and social and cultural readjustment, professional and educational readjustment, national and political readjustment, and cumulative readjustment.

Objective Six and Hypothesis Two

Objective six sought to determine relationships between perceived life satisfaction, readjustment, and gender, country of origin, academic agricultural background, official and instructional language background, home job situation, age, previous international experience, length of stay in the United States, self-perceived command of the English Language, size of school attended in the United States, participation in reentry program, primary sponsorship, marital status, level of degree received, field of study, and self-perceived quality of education. The null hypothesis stated that there were no relationships between perceived life satisfaction, readjustment, and the variables listed above. To test the hypothesis, one-way analysis of variance (ANOVA) was used to determine if a relationship existed. If a significant relationship was found, Scheffe's Multiple Range Test was used at the .10 level to determine where the differences occurred.

Gender

Gender was not related to any of the variables of life satisfaction, social and cultural readjustment, professional and educational readjustment, national and political readjustment, or cumulative readjustment.

Region of Origin

Life satisfaction was related to region of origin ($F=3.40$, $p=.0002$). Respondents from Central America perceived a significantly greater life satisfaction than those from South Asia. Social and cultural readjustment was also related to region of origin ($F=2.37$, $p=.0076$). However, there were no significant differences among regions. Professional and educational readjustment was related to region of origin ($F=1.93$, $p=.0342$), but there were no significant differences among regions. National and political readjustment was not related to region of origin, but cumulative readjustment was related ($F=1.90$, $p=.0382$). However, there were no differences among regions.

Academic Agricultural Background

None of the variables, life satisfaction, social and cultural readjustment, professional and educational readjustment, national and political readjustment, or cumulative readjustment were related to students' major fields of study.

Official Language Background

Life satisfaction was related to official language background (F=4.13, p=.0029). Those respondents whose official language background was Spanish had a significantly greater life satisfaction score than those whose official language background was either French or English.

Social and cultural readjustment was also related to official language background (F=3.38, p=.0100). Those whose official language background was Spanish had a significantly lower social and cultural readjustment score than those whose official language was either French or English.

Professional and educational readjustment was related to official language background (F=3.18, p=.0141). Respondents whose official language background was Spanish had a significantly lower professional and educational readjustment score than those whose official language background was French

National and political readjustment was related to official language background (F=3.14, p=.0.0150). Respondents whose official language background was Portuguese had a significantly lower national and political readjustment score than those whose official language background was either Spanish or French.

Finally, cumulative readjustment was related to official language background (F=3.55, p=.0076). Those whose official language background was French had a significantly higher readjustment score than those whose official language background was either Portuguese or Spanish.

Instructional Language Background

Life satisfaction was related to instructional language background (F=4.52, p=.0015). Respondents whose instructional language background was Spanish had a significantly higher life satisfaction score than those whose instructional language background was either French or English.

Social and cultural readjustment was also related to instructional language background (F=3.21, p=.0133). Those whose instructional language background was Spanish had a significantly lower social and cultural readjustment score than those whose official language background was French.

Then, too, professional and educational readjustment was related to instructional language background (F=3.12, p=.0153). Respondents whose instructional language background was Spanish had a significantly lower professional and educational score than those whose official language background was French.

In addition, national and political readjustment was related to instructional language background (F=3.19, p=.0138). Respondents whose instructional language background was Portuguese had a significantly lower national and political readjustment score than those whose instructional language background was either Spanish or French.

Finally, cumulative readjustment was related to instructional language background (F=3.41, p=.0095). Those whose instructional language background was French had a significantly higher readjustment score than those whose instructional language background was either Portuguese or Spanish.

Home Job Situation

The variable, national and political readjustment, showed a significant relationship to job assurance (F=9.71, p=.0020). Those who had a job assured upon return home had a significantly lower national and political readjustment score than those who did not have a job assured them.

National and political readjustment was related to immediate employment (F=15.97, p=.0001) as was cumulative readjustment (F=6.56, p=.0108). Those who

had immediate employment had significantly lower national and political readjustment and cumulative readjustment scores than those who did not have immediate employment.

None of the variables showed a relationship between life satisfaction, readjustment, and employment in field of training.

Age

Those respondents who were 20-25 years old had a life satisfaction score significantly higher than either those who were 31-35 or those who were 36-50. Those who were 26-30 had a life satisfaction score significantly higher than those who were 31-35. None of the other variables of social and cultural readjustment, professional and educational readjustment, or national and political readjustment were related to age.

Previous International Experience

None of the variables were related to previous international experience.

Length of Stay in the U.S.

Life satisfaction, social and cultural readjustment, professional and educational readjustment, and cumulative readjustment were not related to length of sojourn. National and political readjustment was related to to length of sojourn ($F=2.95$, $p=.0126$). However, no two groups differed significantly.

Self-perceived Command of the English Language

Life satisfaction, social and cultural readjustment, professional and educational readjustment, and cumulative readjustment were not related to self-perceived command of the English language. However, national and political readjustment was related ($F=3.19$, $p=.0423$). Those respondents who were "not competent, barely competent, or somewhat competent" had a significantly lower national and political score than those who were "competent" in self-perceived command of the English language.

Size of School Attended in the United States

None of the variables were related to size of school attended.

Participation in Reentry Program

Life satisfaction, professional and educational readjustment, and cumulative readjustment were not related to participation in a reentry program; however social and cultural readjustment was related to participation in a reentry program ($F=5.82$, $p=.0163$). The average social and cultural readjustment score for those respondents who participated in a reentry program was significantly higher than for those who had not participated in a reentry program. National and political readjustment was related to participation in a reentry program ($F=4.67$, $p=.0313$). The average national and political readjustment score for those respondents who participated in a reentry program was significantly higher than for those who had not participated in a reentry program.

Primary Sponsorship

Life satisfaction was related to primary sponsorship ($F=4.44$, $p=.0045$). Respondents who were primarily sponsored by USAID had a significantly lower life satisfaction score than those who where primarily sponsored by either their home government or by self/family. Social and cultural readjustment was not related to primary sponsor. Professional and educational readjustment was related to primary sponsorship ($F=2.89$, $p=.0353$). Those who were primarily

sponsored by USAID had a significantly higher professional and educational readjustment score than those who were primarily sponsored by their home government. National and political readjustment was related to primary sponsorship ($F=6.83$, $p=.0002$). Respondents who were sponsored primarily by self/family had a significantly higher average national and political readjustment score than those who were sponsored primarily by either their home government or by USAID. Cumulative readjustment was also related to primary sponsorship ($F=4.01$, $p=.0079$). There was a significant difference between respondents who were sponsored primarily by self/family and those who were sponsored primarily by their home government.

Marital Status

Life satisfaction was related to marital status ($F=13.22$, $p=.0003$). The average life satisfaction score of the single respondent was significantly higher than the average life satisfaction score of the married student. The other variables of social and cultural readjustment, professional and educational readjustment and national and political readjustment were not related to marital status.

Level of Degree Earned

Life satisfaction, social and cultural readjustment, and national and political readjustment were not related to level of degree earned. Professional and educational readjustment was related to level of degree earned ($F=3.51$, $p=.0308$). Those who had received a bachelor's degree had a significantly higher professional and educational readjustment score than those who had received a doctorate. Cumulative readjustment was also related to level of degree earned ($F=3.74$, $p=.0245$). Respondents who had received a doctorate had a significantly lower readjustment score than respondents who had received either a bachelor's degree or a master's degree.

Self-perceived Quality of Education

None of the variables were related to self-perceived quality of education.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn.

Life Satisfaction

1. Pre-departure international students were more highly satisfied with their lives than post-departure international students.
2. Single international students had greater life satisfaction than married international students.
3. International students from Central America had greater life satisfaction than those from South Asia
4. International students sponsored by family/self or by their home government had greater life satisfaction than those students who were sponsored by USAID.
5. Younger international students had greater life satisfaction than older international students.
6. Those students with a Spanish official or educational language background had greater life satisfaction than those with an English or French language background.

Social and Cultural Readjustment

7. International students with an English official language background had greater social and cultural readjustment than those from either a Spanish or French language background.

8. Those students with a French educational language background had greater social and cultural readjustments than those with a Spanish background.

9. International students who had participated in a reentry program had greater social and cultural readjustment than those who had not participated in a reentry program.

Professional and Educational Readjustment

10. International students sponsored by USAID had greater professional and educational readjustment than those sponsored by their home government.

11. Those students with a French official or educational language background had greater professional and educational readjustment than those from a Spanish language background.

12. International students who had earned a bachelor's degree had greater professional and educational readjustment than those who had earned a doctorate degree.

National and Political Readjustment

13. International students who did not have a job assured them upon their return home had greater national and political readjustment than those who had a job assured them.

14. Those students who were not employed immediately upon their return home had greater national and political readjustment than those students who were employed immediately upon their return home.

15. Students sponsored by family/self had greater national and political readjustment than students sponsored by their home government or by USAID.

16. International students with a French or Spanish official or educational language background had greater national and political readjustment than those with a Portuguese official or educational language background.

17. International students who were competent in the English language had greater national and political readjustment than those who were not competent.

18. Students who participated in a reentry program had greater national and political readjustment than those who had not participated.

Cumulative Readjustment

19. International students sponsored by family/self had greater cumulative readjustment than those who were sponsored by their home government.

20. Students from a French official or educational language background had greater cumulative readjustment than those from a Portuguese or Spanish language background.

21. International students who had earned a bachelor's or master's degree had greater cumulative readjustment than those who had earned a doctorare degree.

RECOMMENDATIONS

The following recommendations are based on the findings of this study:

1. A summary of the findings should be made available to international students in agriculture who are from a developing country and also to those

individuals responsible for counseling these students (e.g. representatives of home country institutions, U.S. institutions of higher education, and sponsoring agencies).

2. Students who anticipate difficulty in areas of readjustment and life satisfaction addressed in this study should be given category-specific assistance to minimize problems of readjustment and to enhance life satisfaction.

The following recommendations for further research are based on the findings and conclusions of this study, and upon the experiences encountered by the researchers during the course of the study:

1. This study should be replicated with international agricultural students who are or have attended other colleges or universities to determine if the findings of this study are also true for international students in agriculture at or from other U.S. institutions.

2. This study should be replicated on a longitudinal basis to compare the perceived future readjustment and life satisfaction of international agricultural students with their actual readjustment and life satisfaction.

3. In replicating the study, the optional question requesting the name and address of the respondent should be made more explicit so that the respondent would include the home country mailing address rather than the U.S. address.

4. In replicating this study, it would be advisable to use USAID and/or USDA sources of information on locations and addresses of contract students because of the potential for obtaining more accurate information.

5. In replicating this study, it would be advisable to have a source of funding in-hand well in advance. The study was costly and the cost of follow up on the returned international students was particularly prohibitive.

6. It is recommended that further research be conducted to:
   a. Determine why country of origin is related to life satisfaction, social and cultural readjustments, professional and educational readjustments, and cumulative readjustment.
   b. Determine why official and instructional language background is related to life satisfaction, social and cultural readjustment, professional and educational readjustment, national and political readjustment, and cumulative readjustment.
   c. Determine why age is related to life satisfaction.
   d. Determine why marital status is related to life satisfaction.
   e. Determine why primary sponsorship is related to life satisfaction, professional and educational readjustment, national and political readjustment, and cumultive readjustment.
   f. Determine why participation in reentry programs is related to social and cultural readjustment, and national and political readjustment.
   g. Determine why level of degree earned is related to professional and educational readjustment, and cumulative readjustment.
   h. Determine why job assurance, self perceived command of English, and length of sojourn are related to national and political readjustment.
   i. Determine why immediate employment is related to national and political readjustment, and to cumulative readjustment.
   j. Determine what respondents meant by participation in "reentry" programs.
   k. Determine if there is a difference in the life satisfaction and readjustment of those employed by their home government and those employed in private industry.

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